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Core Inquiry 1:

The team would like to learn more about how the College implements and evaluates its institutional plans to ensure that planning processes occur on a regular cycle, engage appropriate constituencies, and are informed by relevant data and evidence.

Standards or Policies: 1.3, 1.4, 1.5

Core Inquiry 1 Response:

Establishing the new Institutional Planning Committee as part of the new governance structure will ensure that planning and evaluation cycles are in place.

Currently, all planning has engaged faculty, classified professionals, students, and administrators (e.g., the Strategic Plan, Strategic Enrollment Management Plan, Student Equity Plan, Facilities Plan) and shared with the campus through participatory governance presentations.

The College updated its Strategic Plan in Fall 2024 and brought it to the college community for approval in Spring 2025. The document has Strategic Goals and Objectives that were approved through the governance process, and the Strategic Plan serves as the College's new educational plan (Evidence: [College Council Meeting Agenda](#), [College Council Presentation](#)). The five strategic plan area goals are: (1) student success, completion, and transfer; (2) equity, access, and inclusion; (3) academic program innovation and development; (4) community engagement and partnerships; and (5) institutional effectiveness. The Office of Institutional Research and Planning developed metrics and a draft logic model for assessing processes and goal outcomes. With monitoring key performance indicators, the future Institutional Planning Committee will evaluate the metrics and impact systematically (Evidence: [2025-2030 Strategic Plan KPIs](#)). The College was introduced to the Vision 2030 goals upon the creation of the Strategic Plan, and in spring 2025, the institutional metrics for Vision 2030 goals were adopted. The institutional metrics align with the State Chancellor's Office's Vision 2030 goals of equity in access, success, and support. A team (comprising of faculty, classified professionals, directors, deans, and executive cabinet members) from the College attended the Bay Area Vision 2030 Convening to discuss achieving the metrics for these goals. Sharing out these goals and metrics occurred in Fall 2025, and specific action plans and monitoring of outcomes will be discussed with a future Institutional Planning Committee (Evidence: [Institutional Planning Committee Charge – Draft](#), [College Council Meeting](#), [ASGC Meeting Agenda](#), [Academic Senate Meeting Agenda](#), [BOT Meeting Agenda](#), and [BOT Presentation](#)).

The Student Equity Committee was working on a new Student Equity Plan and aligned their plans to the Strategic Plan last year. The College had discussions about creating the Student Equity Plan (2025-2028) in Spring 2025. Monthly meetings with the Student Equity Committee involved understanding and planning of the metrics and goals. The metrics align with the

Strategic Plan areas and are meant to address reducing and eliminating equity gaps. Committee members included counselors, faculty, classified professionals, and managers who discussed each metric and goal thoroughly. The feedback of what has been achieved, challenges and barriers students are currently experiencing, and expectations for our future goals were captured in Student Equity Plan meetings (Evidence: Example [SEP brainstorming](#) and activities for [persistence](#) and [transfer-level English and Math](#)). When faculty and classified employees returned in Fall 2025, the Student Equity Plan (2025-2028) was brought through the governance process. Classified employees were able to provide feedback on the plan at a campus forum, with allowed release time to participate. By November 2025, the Associated Students of Gavilan College (ASGC) and Academic Senate approved the Student Equity Plan prior to having it be approved by the Board of Trustees. (Evidence: [College Council Meeting](#), [College Council Meeting Minutes](#), [ASGC Meeting Agenda](#), [Classified Professionals Release Time for Open Forum](#), [BOT Informational Presentation](#), [Academic Senate Meeting Minutes](#), [BOT Approval](#), [BOT SEP Presentation](#), and [SEP Executive Summary](#)).

In terms of how the College does Integrated Planning, it is through a cycle of improvement, assessment, analysis and implementation as shown on this webpage (Evidence: [Integrated Planning Cycle](#)). The many committees created at the college centered their plans and activities with the students, prospective students, and service area communities at the center. The committees at the College have been processing the approval of plans, initiatives, and activities directly to all constituencies (e.g., Academic Senate, ASGC, and Classified Professions through the California Schools Employee Association or CSEA) and shared with College Council. When a plan is developed, the process of planning involves retreats where all the constituencies are represented. Recently, the Governance Task Force provided an update to the college community regarding participatory governance and reporting to the College Council. The Task Force consists of representatives from all constituency groups and for several months has been laying out the foundation for reducing the number of committees that report directly to College Council (Evidence: [See slides 6 and 13 of Governance System Redesign](#)). The reporting structure and committees were approved by constituencies in Fall 2025, and a new Governance Handbook will be created to provide clarity of committee charges. An Integrated Planning Manual with an updated diagram of the Integrated Planning Cycle and Collegewide Plans will also need to be developed once the Governance Handbook is in place (Example: [Diagram of Collegewide Plans Structure](#), [Integrated Planning Manual – Draft](#)). Collegewide plans have a cycle of three to five years, while the program-focused plans such as program review are an annual cycle, and comprehensive program reviews are on a three-year cycle to align with budget allocation. Other examples for how planning has been completed at the College includes: the Strategic Plan Retreat in November 2024, where discussions took place to form a new mission, vision, and Strategic Plan Goals prior to sharing it out campuswide to the various constituency groups; the Gilroy Campus Facilities Plan Update in June 2024 which had a retreat of approximately 50

participants, subsequent workgroup meetings with a subset of retreat participants, and campus forums to engage input from representative members of the college community; the Governance Retreat in October 2023 to address governance policies and procedures and led to the development of a Governance Task Force; and the Student Services & Academic Affairs Restructuring Process in March 2023 to improve the organizational structure for Vice Presidents and align programs and services under each Dean. To keep the college community informed and to gather feedback, retreats would launch these discussions, and the constituency groups would discuss and approve the information before it goes to College Council (previously called the President's Council) and then present the information to the Board of Trustees for approval. (Evidence: [Slides 15 and 16 Strategic Plan Process](#), [Facilities Master Plan](#), [Governance Retreat](#), and [Restructuring Process](#).)

Core Inquiry 2:

The team is interested in learning more about how the College regularly reviews and uses its Institution-Set Standards (ISS) and stretch goals to inform institutional planning and improvement.

Standards or Policies: 1.3, 1.4

Core Inquiry 2 Response:

The Institution-Set Standards (ISS) and Aspirational/Stretch Goals are reviewed each semester with the Strategic Enrollment Management Committee. The Strategic Enrollment Management Committee is comprised of counselors, faculty, classified professionals, management, and the VP of Academic Affairs. Members attend a week-long Enrollment Management Academy in summer where data, planning and student needs, and action plans are discussed. In March 2025, the committee met to discuss new ISS and Stretch Goals because the previous metrics were not re-visited or evaluated for a few years (Evidence: [SEM Committee Meeting Minutes](#), [Student Achievement Metrics Presentation](#)). Several changes on the campus may have contributed to this lack of evaluating the ISS and Stretch Goals in the past (e.g., administrative changes, absence of dean or director of institutional research). The SEM Committee met in October 2025 to review the ISS and Stretch Goals and asked for feedback from the Academic Senate and Associated Students of Gavilan College (ASGC) during the fall semester (Evidence: [SEM Committee Meeting Minutes](#), [Review of Student Achievement Metrics](#), [Campus Presentation](#), [Academic Senate Meeting Minutes](#) , and [ASGC Meeting Agenda](#)). In Spring 2026, the Classified Professionals will also have an opportunity to provide their feedback at an open forum on these metrics prior to sharing the approved ISS and Stretch Goals with College Council and the Board of Trustees. The Student Achievement Metrics, which are our ISS and Stretch Goals, will be shared with the campus community through the participatory governance process when new goals are created. All campus employees have access to Precision Campus, the College's dashboards for student outcomes, where faculty, departments, committees can filter for course attributes (term, campus location) and student attributes (gender, age, race/ethnicity, academic load of full- or part-time). A nice feature of Precision Campus is that reports can be created, stored, shared out, and downloaded (Example: [PC dashboard](#)). For example, in terms of Guided Pathways the reports allow for the filtering of first-time college students and their success in transfer-level English1A and English C1000 courses. The process for participatory governance related to planning will be refined as we are in the process of establishing the new Institutional Planning Committee as part of our new governance structure.

Core Inquiry 3:

The team seeks clarification regarding the College's Program Review Process, including the level of participation across units.

Standards or Policies: 2.2, 2.9, 3.1

Core Inquiry 3 Response:

To address the inquiry regarding Gavilan College's Program Review process and participation levels, it is helpful to look at the recent steps we have taken to resolve technical hurdles and transition periods. Gavilan uses the Program Integrated Planning and Review and Resource Allocation Process (PIPR-RAP) to make sure every unit's goals align with the College's mission.

Strategic Redesign and Technical Implementation (2022–2024)

Between 2022 and 2024, institutional progress was shaped by a necessary foundational "pause and pivot" period:

- **Process Redesign (2022-23):** The college paused reviews to rewrite the PIPR-RAP process, ensuring it improved institutional effectiveness through systematic assessment.
- **Intentional Alignment:** During this phase, the committee redesigned program review questions to ensure every program operates in direct alignment with the college's vision, mission, and strategic goals.
- **Integrated Outcomes:** This redesign included a purposeful effort to align Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), and Student Learning Outcomes (SLOs) with institutional priorities.
- **Budget Justification:** The committee revised budget requests so they are now directly linked to program goals and must be submitted in a SMART goal format (Specific, Measurable, Achievable, Relevant, Timely) to provide clear justification for resource allocation.
- **System Implementation (2023-24):** Implementation was further impacted by delayed technical updates and then another delay when the software vendor, CurriQunet, merged with another company, stalling necessary updates to the online review forms.
- **Accountability Reform:** The college identified and discontinued the historical practice of programs merging reports into a single document (e.g., Political Science, History, and Philosophy) to ensure every program is now reviewed individually for better data clarity.

Despite these challenges, 79% of Instructional programs and 100% of Student Services programs successfully submitted reports or updates through these newly refined processes in 2022-23.

Addressing the Fall 2024 Cycle

When the Institutional Self-Evaluation Report (ISER) was produced, only 37% of programs (29 of 80) completed their Fall 2024 reviews on time. A primary factor was that 23 of the missing reviews belonged to departments experiencing a leadership transition without a permanent Dean. To support these units, the PIPR-RAP Co-Chairs and Faculty Liaison launched a major outreach effort:

- Developed [YouTube tutorials](#) and [webinars](#) to guide faculty through the updated system.
- [Extended the submission deadline from December to February to allow for thorough analysis.](#)
- Provided direct mentoring and support sessions over the winter break.

As a result of these targeted interventions, the completion rate increased from **37% to nearly 79%** (63 of 80 programs).

Fall 2025 Outreach and Resource Support

For the Fall 2025 cycle, the College intensified its communication and support infrastructure to ensure continued momentum:

- **Comprehensive Resource Toolkit:** We proactively communicated with staff and faculty by providing a specialized ["cheat sheet"](#) for resource requests, which simplifies the technical requirements for budget justifications.
- **Stakeholder Engagement and Mentorship:** To facilitate successful submissions, we met with Deans, Program Leads, Directors, VPs—while maintaining regular, [direct communication with supervisors regarding submission timelines.](#)
- **Submission Changes:** To bypass ongoing technical challenges within CurriQunet and a lack of timely software updates, the [Program Review Committee authorized programs to submit reviews via email directly to the Faculty Liaison](#) to ensure participation was not hindered by technical barriers.

Future Proactive Systems (Fall 2026–Spring 2027)

Moving forward, Gavilan is transitioning to a more proactive model to reach 100% participation:

- **Earlier Launch:** Program Review authors can begin working on evaluating and discussing program goals as early as June, once grades from the Spring semester are collected by May 29; Program Review Data Sheets are available to employees through the Precision Campus dashboards. The Office of Institutional Research and Planning will also post the Program Review Data Sheets for instructional programs on a public-facing

website. Student services programs are able to obtain student success outcomes through a cohort feature on Precision Campus. Program review support is available during summer through early fall from the Office of Institutional Research and Planning, with a campuswide reminder on Convocation Day for hands-on training from the PIPR-RAP Faculty Liaison during the Fall semester.

- **Revised Deadline:** An **October 31 deadline** has been set to ensure program needs are identified in time for the annual budget cycle and Resource Allocation Process (RAP).
- **Sustainability:** This structural shift ensures that the Faculty Liaison can provide immediate mentorship and that all program reviews are completed in direct alignment with the institutional budget calendar.

Core Inquiry 4:

The team seeks clarification regarding the College's Career Technical Education Advisory Committees and how input is being used to guide and improve instructional programming.

Standards or Policies: 2.2

Core Inquiry 4 Response:

While the College's Career Technical Education Advisory Committees' input is used to guide and improve instructional programming, the lack of a standard way to record meeting minutes did not reflect that.

A [Career Technical Education Advisory Committee Handbook](#) has been developed to capture such information, create standard templates for use by CTE programs, and improve minutes-taking. The handbook is shared with all departments during Spring 2026 opening day to be utilized during the advisory board meetings. Gavilan College CTE team advisory board meetings have a great deal of discussion of industry inputs to improve the curriculum and student experiences. Divisions have been tasked to notate discussions into meeting minutes. Some of the departments have been implementing it and making necessary changes to curriculum or programs.

In the Water Management program, the unit value of completion has been shortened, courses and programs have been deactivated, and new programs have been created based on industry recommendations. It was not on the previous minutes, but the outcome was presented during the 2025 advisory board meeting. The courses and programs have been in the curriculum process to get approved.

The Cosmetology program implemented a new uniform for the class based on the advisory recommendation. They will be reviewing their curriculum to update the terminologies and languages based on recent January 2026 advisory board meeting recommendations. They also implemented guest speakers to attend classes to provide students with field experience, which was a recommendation from the advisory boards.

Aviation hired a full-time faculty based on the recommendation and demand for the program. This was not listed on the earlier meeting minutes but reported back to the advisory board during a June 2025 advisory board meeting.

This is a list on Examples of Meeting Minutes: [Advisory Committee Meeting Water Management 2023-2024.pdf](#), [Advisory Meeting Minutes Aviation 11 6 2025.pdf](#), [Advisory Meeting Minutes Cosmetology 01-12-26.pdf](#), [Advisory Meeting minutes Cosmetology 9-2-25.pdf](#), [Advisory Meeting Notes Water Management . 2.24.25.pdf](#).

Core Inquiry 5:

The team seeks to understand how the College ensures regular and substantive interaction (RSI) is occurring in all its distance education courses.

Standards or Policies: 2.6 and Policy on Distance Education and Correspondence Education

Core Inquiry 5 Response:

Around spring of 2025, the College implemented new training modules in our required (before receiving an online teaching assignment) 60 hours of GOTT (Gavilan Online Teacher Training) 1 & 2 training courses. GOTT stands for Gavilan Online Teacher Training.

In winter/spring of 2025, we created an RSI self-assessment activity for all current online teachers to report on their individual assessments. Then we also added a new training course (5 hours), GOTT RSI, in Fall 2025, and now have fully implemented it (winter 2026). This course will be required for all teaching online, as well as a refresher course for those who took a previous version of GOTT 1 & 2, prior to the new RSI modules being implemented. We are currently negotiating to make this mandatory.

We have provided a new sample for the correct (per ACCJC procedure) semester, fall 2025. The new sample will reflect the impact of the additional specific RSI training that we have implemented since spring 2025

Part of the new required GOTT RSI training requires the students (i.e., faculty) to turn in an internal facing RSI plan for their course. The plan will be a weekly chart of planned regular interactions during the course term and a student-facing communication plan, which includes student/instructor communication expectations. They will be given feedback on it by the facilitator of the course and their peers and then can apply it in their online course.

Several years ago, our college applied for and was accepted into the 2nd cohort of the statewide CVC-OEI Consortium, the California Virtual Campus – Online Education Initiative Consortium. Membership included training, online teaching resources, and software to assist in online teaching and learning. The College was also required to form a Peer Online Course Review (POCR) team to ensure best practices in online teaching, by conducting peer reviews, using a rubric developed statewide by CCC faculty with 44 different criteria (inc. instructor/student contact elements or RSI), called the Course Design Rubric. Our team of 14 trained reviewers and our peer review process was observed and approved by the CVC/@ONE POCR Team. We have reviewed and awarded “Quality Reviewed” badges to over 45 courses to date, and our Academic Senate has approved the Course Design Rubric as a standard for all our online courses taught at Gavilan.

In addition to the policies, training, peer reviewing and adoption of online quality course standards, the college also provides regular training for Deans and trained faculty observers taking part in the evaluation of faculty on a regularly schedule basis per the faculty contract. This training is conducted by distance education staff to educate the deans and faculty observers on how to find regular and substantive interactions in the online courses they are observing and evaluating. It occurs at least once a semester. The deans are then able to create and mandate a remediation plan for the faculty undergoing evaluation if RSI is not evident in a course

Evidence, documentation, best practices, policies, and procedures can be found in the links below. MOU link:

- [RSI MOU for Spring 2026.pdf](#)
- [RSI course screenshot](#)
- [Sample of training assignments submitted by our instructors](#)
- [GOTT 1 & GOTT 2 Course Screenshots](#)
- [Distance Education RSI website](#)
(<https://www.gavilan.edu/staff/tlc/curriculum/econtact.php>)
- [Distance Education Best Practices document](#)
- [Distance Education Faculty Handbook](#)
- [AP/BP 4105](#)
- [POCR Website](#)
- [CVC Consortium – POCR Dashboard \(approved courses\)](#)

The Fall 25 sample was provided on 2/5/26, along with instructions for accessing the courses.

Core Inquiry 6:

The team would like to learn more about the College's system for regularly completing employee performance reviews.

Standards or Policies: 3.3

Core Inquiry 6 Response:

The District affirms that managers are actively encouraged and held accountable for conducting annual employee performance evaluations through established administrative expectations, supervisory training, and Human Resources oversight. Human Resources provides guidance, timelines, and evaluation tools to managers and regularly communicates expectations regarding the completion of evaluations in accordance with applicable collective bargaining agreements, Board Policies, and Administrative Procedures. To monitor progress, Human Resources maintains and updates an evaluation tracking list that reflects completed and outstanding evaluations and uses this list to follow up with supervisors and executive leadership to ensure continued progress toward compliance. The District acknowledges that evaluation completion has not yet been fully consistent across all employee groups and has therefore developed a specific and intentional plan to come into full compliance, which includes strengthening tracking and reporting mechanisms, reinforcing expectations through management training, integrating evaluation completion into supervisory accountability measures, and aligning evaluation cycles districtwide. In addition, the District recently implemented an electronic performance management system, NeoEd Perform. This system will allow managers to track progress on employee goals and write notes following regular check-in meetings with employees electronically. This will improve efficiency and reduce the time it currently takes for managers to review employee's performance over the past year in preparing the evaluation. The system also has an integrated electronic workflow to streamline the review and approval process. This will not replace the managers' one-on-one meetings with their employees. Training for the new program has commenced, and the new system will be used beginning with the 2025-2026 evaluation cycle.

Evidence Included:

- [Management training agendas, including LCW training on performance management](#)
- [Evaluation language in the bargaining agreement for faculty](#)
- [Evaluation language in bargaining agreement for classified Professionals](#)
- [2025 Evaluation Numbers](#)
- [Acad and Class Eval and Disc CCD Core Workbook 8-2025](#)

- [The Art of Writing the Performance Evaluation CCD Slides 1-17-25 HANDOUT UPDATED](#)
- [The Art of Writing the Performance Evaluation CCD Slides 1-16-26 HANDOUT](#)
- [Gavilan College 1-16-2025 New Manager Training - Everything You Need to Know to Succeed slides](#)
- [FW_ Past Due Performance Evaluations Email Reminders](#)

Core Inquiry 7:

The team would like to learn more about the College's proposed governance structure as recommended by the Governance Task Force.

Standards or Policies: 1.4, 4.2, 4.3

Core Inquiry 7 Response:

The Governance Taskforce has successfully finalized its recommendations for changes to our governance process and committees. The recommendations have been approved by all governance groups and were approved by the Board of Trustees at their January 2026 meeting. The attached presentation includes the membership of the task force, as well as the milestones achieved to reach the recommendations of the new governance structure and process.

Implementation of this new governance structure is underway in spring 2026. ([Governance System Redesign Recommendations.pdf](#))

Core Inquiry 8:

The team needs to verify that the College has the following required documentation:

- Employee handbooks or similar documentation that communicates expectations of employees.
- The written code of ethics that contains consequences for violations

Standards or Policies: Standard 3 required documentation for sections ii and ix

Core Inquiry 8 Response to the Board:

In response to Core Inquiry 8, the District demonstrates that it ensures clear communication of employee expectations and ethical standards through formally adopted policies and operational documentation. The District's Code of Ethics is adopted by the Board of Trustees and codified in Board Policy and Administrative Procedure 3050, which establishes ethical expectations for employees and includes accountability and consequences for violations. The District hired a consultant in 2025 to review and update all templates for Board Policies and Administrative Procedures. While the current template cites the prior accreditation guidelines, we are in the process of updating the template to be in compliance with current accreditation guidelines. We anticipate the updates to be approved through our governance process by the end of Spring 2026. In addition, the District has implemented a draft comprehensive Employee Handbook that consolidates employee expectations, references applicable Board Policies and Administrative Procedures, and incorporates the Code of Ethics. The Employee Handbook is currently being reviewed during the Spring 2026 semester by constituency representatives to ensure participatory input and institutional alignment. A draft version of the handbook is already being disseminated to newly hired employees and is provided as evidence [Core Inquiry 8 Evidence - Gavilan College Employee Handbook DRAFT 01-2026.pdf](#). Further, the District maintains established role-specific handbooks, including a Faculty Handbook and a Student Worker Handbook, which function as supplements to collective bargaining agreements and reinforce expectations, rights, and responsibilities. Collectively, these documents provide evidence that Gavilan College systematically communicates standards of conduct and ethical expectations and is actively strengthening institutional consistency through the implementation of a comprehensive employee handbook.